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ABSTRACT

This paper summarizes the steps that led to the development of new test purchaser qualification forms (TPQFs), with major emphasis on a form for an educational test publisher. Three separate research studies, conducted by the Test User Qualifications Working Group (TUQWG) of the Joint Committee on Testing Practices, constituted the research base from which the TPQF for educational tests was developed. The studies covered key elements of test misuse, evaluation of tests in general, and evaluation of specific tests. Study results were used to construct two experimental TPQFs. One of the forms was designed specifically for prospective purchasers of educational tests used principally in schools or other types of educational institutions, while the other form was developed for prospective purchasers of clinical tests and assessment devices. The development of an improved system for assessing test purchaser qualifications was a stated goal of the TUQWG. An example of a crediting scheme is also presented to illustrate the procedures that can be used to evaluate the information supplied by a prospective purchaser on a purchaser qualification form. The main advantage of the procedures outlined is that they offer objectivity and uniformity in the evaluation of the qualifications of test purchaser applicants to a specific test publisher. One possible disadvantage of the procedures described is that they entail considerable time and effort to design. Forms E-3 and P-2 of the TPQF are appended. (TJH)

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A New Test Purchaser Qualification Form for Educational Tests: The Final Product

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A New Test Purchaser Qualification Form for Educational Tests: The Final Product

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This paper summarizes the steps that led to the development of new test purchaser qualification forms, with major emphasis on a form for an educational test publisher. Three separate research studies outlined elsewhere (Eyde, Moreland, & Robertson, 1988) constituted the research base from which the test purchaser qualification form for educational tests was developed. The development of an improved system for assessing test purchaser qualifications was a stated goal of the Test User Qualifications Working Group of the Joint Committee on Testing Practices (Moreland, 1986, p.2).

Summary of TUQWoG Research Studies

Three research studies were conducted by TUQWoG in order to establish the databases used to develop test purchaser qualification forms. Each of these is described elsewhere (Eyde, et al, 1988) so the information below is provided in order to orient the reader briefly and enable him to link quickly the research databases with the various work products which emerged from the research studies.

Study 1. Key Elements of Test Misuse. Critical incidents of test misuse were obtained from 62 experts for 47 tests. Anastasi's (1982) taxonomy of tests developed for her textbook was used in order to insure that a broad cross-section of tests was studied. From these critical incidents Ernest Primoff used the Job Element Method (JEM) (Primoff, 1975) to distill five basic dimensions or elements of test misuse (Eyde, et al, 1988).

Study 2. Evaluation of Tests in General. A list of 86 generic subelements developed from Study 1 was used by a panel of experts to rate a total of 69 tests. From these ratings, JEM analysis was used to determine the relative degree of importance of the 86 subelements; and this, in turn, yielded information about the comprehensiveness of each of the generic subelements as well as permitting the identification of those subelements most basic to proper test use (Eyde, et al, 1988).

Study 3. Evaluation of Specific Tests. Ratings from nearly 200 experts were obtained for 76 tests, for a total of 487 ratings of specific tests. The goal of having six or more raters for each test was reached for 50 of the 76 tests rated. Factor analysis and Ward's minimum variance cluster analysis (Romesburg, 1984) were used to identify clusters of tests based on the similarity of their ratings for test misuse (Eyde, et al, 1988).

Data from the three research studies summarized above were used to construct test purchaser qualification forms by members of TUQWoG who represented one or more test publishers. The evolution of the various test purchaser forms from the above studies is summarized in the next section.

Evolution of Test Purchaser Qualification Forms

Results from the three studies described above were used to construct two experimental test purchaser qualification forms. One of the forms was designed specifically for prospective purchasers of educational tests used principally in schools or other types of educational institutions, while the other form was developed for prospective purchasers of clinical tests and assessment devices. Figure 1 shows the relationship between the two purchaser qualification forms and the research studies which supplied the data used to develop the forms. As can be seen from an inspection of Figure 1, the two forms developed by members of TUQWoG depend primarily on the results from Study 2 which relied on the Job Element Method (Primoff, 1975). Study 3 was used as a type of cross-validation for results obtained by applying the Job Element Method in Study 2 as well as supplying the necessary linkage between the ratings for specific tests and the underlying factors of test misuse subsequently needed by various test publishers who wish to develop their own tailor-made test purchaser qualification forms.

Purchaser Form for Educational Tests. The entire procedure used to develop the purchaser form for screening purchasers of educational tests was described by Robertson (1987) in an earlier paper. Table 1 shows the basic element-subelement structure which emerged from application of the JEM to the ratings given by a panel of experts to a total of 69 tests. Table 1 is, in a sense, a content blueprint for the development of a broad-based test purchaser form. Because the structure resulted from ratings given by experts to a broadly representative group of tests, the content structure is useful particularly to publishers who

publish a broad array of tests. The content structure shown in Table 1 is less useful to publishers of a single type of test where the purchaser form must be tailored to the behaviors important for proper use of that particular test.

The content structure shown in Table 1 was used to develop an experimental test purchaser qualification form (E-1) which contained free response items in order to elicit the widest possible range of responses. Form E-1 was completed and returned by 24 individuals who had applied to American Guidance Service to purchase tests. The results of this research with Form E-1 were used to further refine Form E-1 in order to develop Form E-2. Form E-2 was critiqued by a number of experts and found to have certain practical limitations which precluded its use by test publishers. For this reason, Form E-3 was developed in order to simplify Form E-2 and place the actual questionnaire items in an objective format. Form E-3 is the final version of the educational tests form that will be used by American Guidance Service beginning in 1989. It should be pointed out that the results of Study 3 were used to verify that the questionnaire items tapped a broad cross-section of user behaviors applicable to a wide variety of educational tests. Moreland (1987) also used Form E-1 with some slight modifications in trials with test purchaser applicants to National Computer Systems; his results were reasonably consistent with those of Robertson and yielded useful information for further refinement of the trial forms.

Purchaser Form for Objective Personality Tests. Ernest Primoff used the results of Study 2, in which JEM was used, to develop a test purchaser form (P-1) suitable for use by a publisher of objective personality tests. Primoff's Form P-1 was subsequently refined by Consulting Psychologists Press (Form P-2) and is now in use as their operational test purchaser qualification form.

Both Forms E-3 and P-2 are shown in the Appendix. These forms are not intended to meet the needs of all test publishers. They merely illustrate the use of JEM and the latent structure statistical methodologies of factor analysis and minimum variance cluster analysis in the development of two test purchaser qualification forms that meet the practical needs of two test publishers.

Recommendations for the Development of Test Purchaser Qualification Forms

The methodologies employed by TUQWoG in its forms development activities may be used by other test publishers to develop sound purchaser qualification forms. Because only 7 of 13 major test publishers in a study conducted by Robertson (1986) used a form to evaluate purchaser qualifications, there is a definite need for additional forms development. The TUQWoG database provides the means for such forms development.

There are two recommended procedures for the development of test purchaser qualification forms. These are explicated at length in the TUQWoG technical report (Eyde, et al, 1988) and are only briefly summarized below. The first procedure is recommended for publishers with diverse test offerings who are screening a variety of test purchasers (Method 1). The second procedure is recommended for publishers with more homogeneous test offerings who are thus screening a more narrow spectrum of test purchaser applicants (Method 2).

Method 1--Broad Spectrum of Tests. The content structure which emerged from Study 2 is the procedure recommended for use by a publisher of a broad array of educational and psychological tests. Coverage of the two elements and six subelements shown in Table 1 will prove adequate for evaluating the qualifications of most purchaser applicants. Crediting plans, or procedures for evaluating responses to test purchaser forms, can then be applied by the publisher to weight differentially the subelements important for purchasers of a particular type of test.

Method 2--Narrow Spectrum of Tests. The results of the taxonomic research in Study 3 can be used by publishers of more specialized tests to develop more narrowly defined test purchaser forms. For example, the publisher who has only objective personality tests could elect to use Method 2 by following this procedure:

1. First, the publisher would use Table 2 to find the test cluster classification of a test similar to that published. For the publisher of objective personality tests in the example above, Cluster F: Objective Personality Tests, is the cluster identification extracted from Table 2.

2. Next, the publisher would use Table 3 to determine which of the seven factors used to define the TUQWoG database play an

important role for the particular type of test published. In the example above using objective personality tests, the publisher would consult Cluster F: Objective Personality Tests and note that Factor 6 (Appropriate use Norms) should receive strong consideration, Factors 1 (Comprehensive Assessment) and 2 (Proper Test Use) should receive moderate consideration, and Factor 7 (Interpretive Feedback to Clients) should receive some consideration but less than for the other factors just mentioned.

3. Finally, the publisher would consult Table 4 to determine the relationship between the factors and the subelements of the JEM structure that would be used to frame specific questions on the test purchaser qualification form. Thus, in the example above, the publisher of objective personality tests might refer to the subelements listed for Factor 1: Comprehensive Assessment as a starting point for the content definition of questions to be placed on the test purchaser qualification form. It should be noted that the subelements listed in Table 4 cannot automatically be used as questions but merely are suggestive of areas in which appropriate questions for the form can be framed.

Members of TUQWoG have emphasized that their database is designed to be used by test publishers to develop tailor-made test purchaser qualification forms. There was never an intent to develop a single form which would meet all publishers' needs. Forms E-3 and P-2 shown in the Appendix are but two examples of forms developed to meet two publishers' needs. These forms are not intended to be introduced as universally applicable forms suitable for use by any test publisher. On the other hand, permission is granted to publishers to copy, adapt, or use these forms in any way that renders them suitable for meeting the needs of a particular publisher.

Development of Crediting Schemes

The appropriate device to evaluate a biographical data form constructed by using JEM is a crediting scheme (Primoff, 1975). A crediting scheme for a test purchaser qualification form would consist of possible responses to each item asked on the form and, for each possible response, the point value of that specific response. When a completed response form is received by a publisher, the crediting scheme is used to assign a point value to each response given on the form. Response values assigned in the evaluation would subsequently be totaled to obtain a total score, much as a test is scored to obtain the total score. The

total score would then be used to determine the applicant's qualification status or approval for purchase of a particular test classification. The eight test clusters which emerged from Study 3 and shown in Table 2 would seem to be one logical taxonomy of tests suitable for the development of meaningful crediting schemes.

An example of a crediting scheme for individual intelligence tests (Cluster D in Table 2) is shown in Table 5. This crediting scheme is keyed to test purchaser qualification form E-3 shown in the Appendix. Inspection of Table 5 shows the list of possible responses for each item in Form E-3 and the point value assigned to each response. In developing a test purchaser qualification form using the TUQWoG models and database, the responses for the crediting scheme would be obtained during a trial use period for the form. The responses actually obtained during the trial use period would then be tabulated and assigned point values. Judgment would be used to set the number of points for each response to reflect the desired weighting for that particular element. It can be seen in Table 5 that the maximum number of points is 26. Use of the form with a sampling of qualified individuals would then assist in setting a minimum total credit value necessary to qualify for approval to purchase individual intelligence tests.

The use of crediting schemes such as that shown in Table 5 has a number of distinct advantages over the idiosyncratic procedures presently used by test publishers to design and evaluate test purchaser qualification forms. In order to enhance the validity of the procedure, the crediting schemes of test publishers must, of necessity, remain confidential. When thoroughly researched, carefully designed, and validated by actual use on enough test purchaser applicants to evaluate its utility, the procedure outlined here will meet the four criteria proposed by Robertson (1986) as essential for the practical utility and operation of a purchaser qualification screening procedure.

Robertson (1986) cited four characteristics which were essential for a smoothly functioning test purchaser qualification evaluation system. It was argued that such a system must: (1) isolate key elements (to judge an applicants suitability) parsimoniously, (2) use objective items (on forms) and decision rules, (3) function well irrespective of order volume, and (4) provide a better match between test and purchaser characteristics. The proposed system outlined above meets all of these desirable features

Summary

This paper has presented a brief summary of the procedures that can be used to develop test purchaser qualification forms drawing upon the three phases of research conducted by members of the Test Publishers Qualifications Working Group of the Joint Committee on Testing Practices. In addition, an example of a crediting scheme is also presented to illustrate the procedure that can be used to evaluate the information supplied by a prospective purchaser on a test purchaser qualification form. The main advantage of the procedures outlined is that they offer objectivity and uniformity in the evaluation of the qualifications of test purchaser applicants to a specific test publisher. One possible disadvantage of the procedures described is that they entail considerable time and effort to design. Once completed, however, the use of these procedures should result in faster, fairer, and more thorough evaluation of an applicant's qualifications than is presently the case due to nonstandard, idiosyncratic procedures employed by a particular test publisher.

Anastasi, A. (1982). Psychological Testing (5th ed.). New York: MacMillan.

Eyde, L.D., Moreland, K.L., & Robertson, G.J. (1988). Test user qualifications: A data-based approach to promoting good test use. Washington, DC: Test User Qualification Working Group of the Joint Committee on Testing Practice.

Moreland, K.L. (1986). An introduction to the problem of test user qualifications. In R.B. Most (Ed.) Test purchaser qualifications: Present practice, professional needs, and a proposed system. Issues in Scientific Psychology, American Psychological Association, Scientific Affairs Office.

Moreland, K.L. (1987). Evidences of test user qualification: psychological tests. Paper presented at the 95th annual convention of the American Psychological Association, New York, NY.

Primoff, E.S. (1975). How to prepare and conduct job element examinations. U.S. Civil Service Commission, Personnel Research and Development Center, Technical Study 75-1. Washington, DC: U.S. Government Printing Office, 1975 (NTIS No. PB 84-166 743).

Robertson, G.J. (1986). Establishing test purchaser qualifications: Present practices and future needs. In R.B. Most (Ed.) Test purchaser qualifications: Present practice, professional needs, and a proposed system. Issues in Scientific Psychology, American Psychological Association, Scientific Affairs Office.

Robertson, G.J. (1987). Developing a test purchaser qualification form for educational tests. Paper presented at the 95th annual convention of the American Psychological Association, New York, NY.

Romesburg, H.C. (1984). Cluster analysis for researchers. Belmont, CA: Lifetime Learning Publications.

Table 1

Generic Elements and Subelements Used to Define the Content of the AGS Preliminary Test Purchaser Qualification Form

Element 1. Knowledge of the Test and Its Limitations		
Subelements:	A.	Knowledge of basic measurement principles and application of principles for sound test interpretation.
	B.	Knowledge of current practices, research, and trends.
	C.	Knowledge of the need for multiple sources of information about examinees.
Element 2. Acceptance of the Responsibility for the Competent Use of Tests		
Subelements:	A.	Selection of tests appropriate to purpose and test takers.
	B.	Use of proper procedures for test administration.
	C.	Use of controls for proper test scoring and release of test results.

Table 2 Eight Clusters of 50 Commercial Tests Using Ward's Minimum Variance Clustering Method Based on Ratings of Test Misuse

Cluster A: Group educational tests	Cluster B: Ability & preference tests	Cluster C: Learning disability/ neuropsychological tests	Cluster D: Individual intelligence tests	Cluster E: Readiness tests	Cluster F: Objective personality tests	Cluster G:	Cluster H: Projective Personality tests
California Achievement Test	Activity Vector Analysis	Bayley Scales of Infant Development	Full-Range Picture-Vocabularly Test	Boehm Test of Basic Concepts	Bem Sex Role Inventory	Self-Directed Search	Rorschach
Cognitive Abilities Test	Armed Services Vocational Aptitude Battery	Bender Visual-Motor Gestalt Test	Goldman-Fristoe-Woodcock Auditory Skills	Metropolitan Readiness Tests	California Psychological Inventory		Rotter Incomplete Sentence Blank
Iowa Tests of Basic Skills	Bennett Mechanical Comprehension Test	Denver Developmental Screening Test	Illinois Test of Psycholinguistic Abilities	Peabody Individual Achievement Test	MMPI		Thematic Apperception Test
Iowa Test of Educational Development	Differential Aptitude Tests	Goldman-Fristoe Test of Articullation	Kaufman Assessment Battery for Children	Slosson Oral Reading Test	Rotter Internal-External Locus of Control Scale		
Metropolitan Achievement Test	Kuder Occupational Interest Survey	Halstead-Reitan Neuropsychological Battery	Peabody Picture Vocabulary Test	Stanford Diagnostic Reading Test	State-Trait Anxiety Inventory		
Otis-Lennon School Ability Test	Myers-Briggs Type Indicator	Porch Index of Communicative Ability	Stanford-Binet Intelligence Test		Sixteen (16) Personality Factor Questionnaire		
School and College Ability Tests	Purdue Pegboard	Wechsler Memory Scale	Wechsler Adult Intelligence Scale-R		Strong-Interest Inventory		
Stanford Achievement Test	Raven Progressive Matrices		Wechsler Intelligence Scale for Children-R				
Tests of Achievement and Proficiency	Wesman Personnel Classification Test						
Wide Range Achievement Test							

Table 3

The Strength of Seven Test Misuse Factors Across Eight Test Cluster Classifications, Based on Standard Mean Trouble Likely Scores

Cluster	Factor 1 TL	1 C[a]	2 TL	2 C	3 TL	3 C	4 TL	4 C	5 TL	5 C	6 TL	6 C	7 TL	7 C
A. Group Educational Tests	-.81		.57	MS	.11		1.24	S	-.36		-.44		.66	MS
B. Ability & Preference Tests	-.89		.16		-.41		-.76		.24	C	.97	MS	.27	C
C. Learning Disability/Neuro-psychological Tests	.89	MS	.07		-.60		-.89		.91	MS	-.97		-.90	
D. Individual Intelligence Tests	.77	MS	.56	MS	.51	MS	.68	MS	-.09		.08		-.36	
E. Readiness Tests	-.70		-.78		.86	MS	.91	MS	.27		-.98		-1.19	
F. Objective Personality Tests	.64	MS	-.60	MS	.79		-.60		-.50		1.06	S	.45	C
G. Self-Directed Search	-1.46		-4.68		-.15		-1.32		1.10		.86		-.07	
H. Projective Personality Tests	1.37	S	.25	C	-2.31		-1.30		-1.08		-.51		1.01	S

Note. Factor names are: 1. Comprehensive Assessment, 2. Proper Test Use, 3. Psychometric Knowledge, 4. Maintaining Integrity of Test Results, 5. Accuracy of Scoring, 6. Appropriate Use of Norms, 7. Interpretation Feedback to Clients. Trouble Likely scores are based on ratings of 50 tests, 6 or more raters for each test. Total *N*, ratings = 487. High scores = Trouble likely if appropriate behavior is not considered. Clusters obtained from analysis by Ward's minimum variance clustering method.

[a] Codes used to denote strength of test misuse factors are: S = Strong (mean standard Trouble Likely scores ≥ 1.0); MS = Moderately Strong (mean standard Trouble Likely scores .50-.99; C = Consideration warranted (mean standard Trouble Likely scores .25-.49).

Table 4

Subelements Loading Highest on Seven Test Misuse Factors

Factor	Subelements
1. Comprehensive Assessment	23. Psychosocial history 35. Considering patient's state 37. Teaching research evidence and test limitations 45. Choice of test to sample relevant behaviors 77. Follow-up with psychosocial history 79. Use of tests to generate hypotheses 82. Proper reporting of clinical observations during testing
2. Proper Test Use	1. Acceptance of responsibility for competent use of tests 7. Refraining from helping a favored person earn a good score 8. Appropriate training and quality control over operations for all test users of tests and test results
3. Psychometric Knowledge	20. Considering measurement error in test scores 32. Considering the standard error of measurement 44. Understanding the standard error of measurement
4. Maintaining Integrity of Test Results	39. Limitations of GE & PR for specific situations 49. Cut-off scores questionable due to disregard of the SEM
5. Accuracy of Scoring	55. Avoid errors in scoring and recording 56. Use checks on scoring accuracy 57. Checking frequently during scoring to catch lapses 58. Following scoring directions
6. Appropriate Use of Norms	31. Matching person to job on aptitude validities 59. Not assuming norm for one job applies to another
7. Interpretive Feedback to Clients	71. Willingness to give interpretation and guidance to test takers in counseling situations 72. Able to give interpretation and guidance to test takers in counseling situations 73. Having enough staff to provide counseling

Note. SEM = standard error of measurement; GE= grade equivalent; PR = percentile rank.

Form R (Appendix P) is an example of a test publisher qualification form. It was developed by Gary Robertson for use by American Guidance Service, and is designed for use with various educational and psychological tests sold to schools and various educational institutions. The form

Table 5
A Sample Crediting Plan for Individual Intelligence Tests
(Cluster D of Table 2)

Purpose: To evaluate the ability of applicants who apply to purchase individually administered intelligence tests.

Element 1. Level of Training	Credits
a. Doctorate in relevant area (school psychology, clinical psychology, educational psychology, counseling, etc.)	4
b. Master's degree in relevant area (school psychology, special education assessment, etc.)	2
c. Bachelor's degree only	0

Element 2. Professional Credentials	Credits
a. State certification in psychology	2
(no state certification)	0
b. Professional organization membership	
APA, NASP	2
AERA, NCME, AACD, CEC/CEDS	1
Other professional organizations	0
c. Professional Competence	
APA Fellow/Diplomate	2
Fellow/Diplomate of other relevant organization	1
Recognition of competence in other organization not relevant to individual intellectual assessment	0

Element 3. Educational Background	Credits
Courses	
a. Intelligence testing	5
b. Neuropsychological assessment	4
c. Educational diagnosis	3
d. Basic tests and measurements, descriptive statistics	2
e. Use of tests in counseling; career assessment	1
Other study	
a. Internship in school psychology or clinical psychology	5
b. Practicum in test use and interpretation	4
c. Relevant supervised experience	3

Element 4. Updating Professional Knowledge and Skills	Credits
Workshops, Seminars, Conferences	
a. Attending a seminar or workshop on an individual intelligence test (WISC-R, K-ABC, Stanford-Binet)	3
b. Attending a workshop on a particular test other than an individual intelligence test	2
c. Attending a general workshop on test use or interpretation; or attending the annual convention of a relevant professional organization (APA, NASP, AERA, NCME)	1
Reading Professional Publications	
a. Lists reading manual of individual intelligence test	2
b. Indicates reading of appropriate educational/psychological journal	1

Element 5. Special Competence	Credits
a. Lists K-ABC, WISC-R, WAIS-R, WPPSI, Stanford-Binet	3
b. Lists any group intelligence test	2
c. Lists any brief individual intelligence tests (Slosson, McCarthy Screening, etc.)	1
Maximum Total Credits:	26

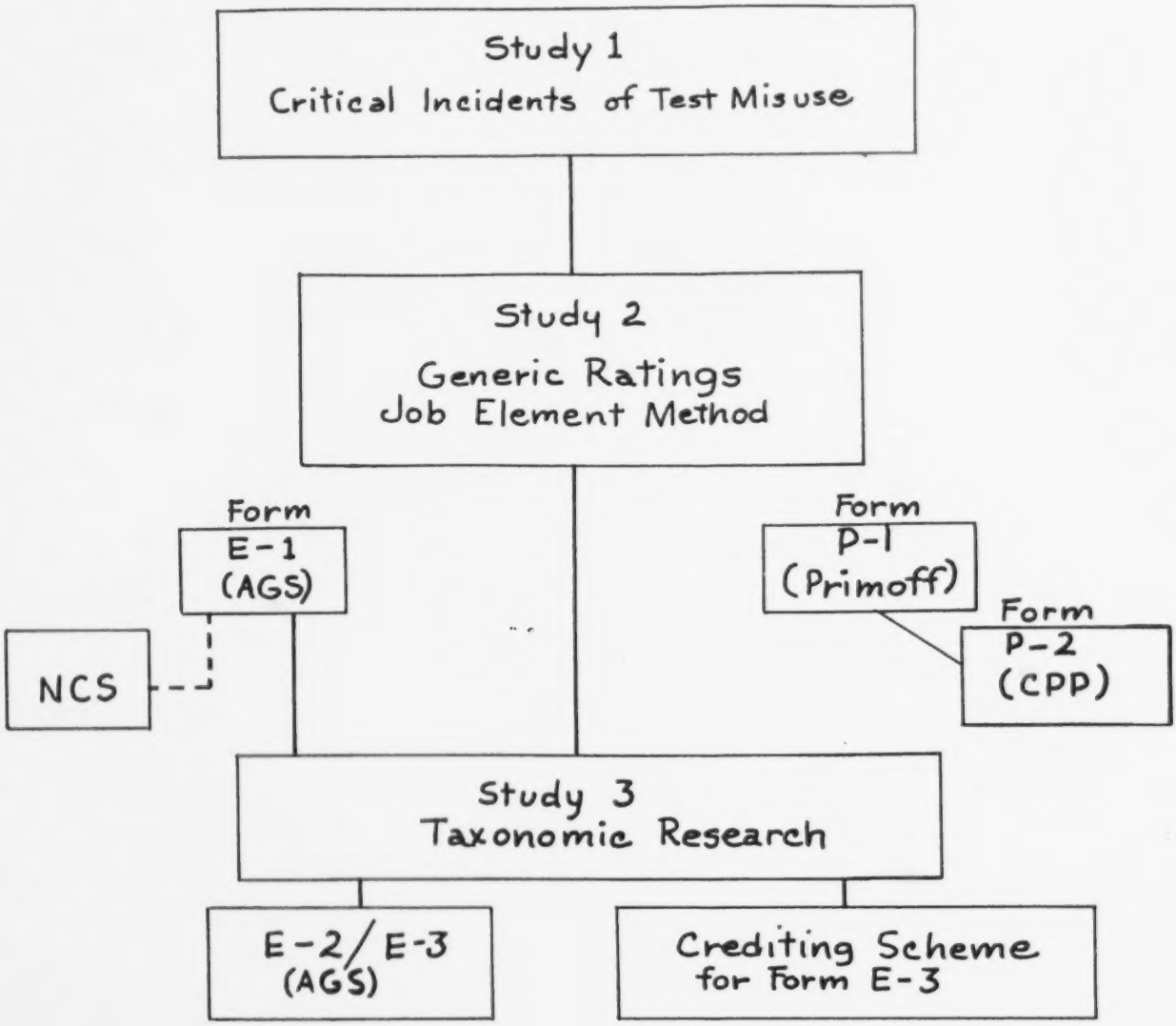

Figure 1.
Evolution of TUQWoG Test Puchaser Qualification Forms

APPENDIX

Test Purchaser Qualification Form

Form E-3 To be used by American Guidance Service

AGS requires all first-time individual test purchasers to furnish evidence of their qualifications to use tests. Test use should be consistent with sound professional practice, particularly those principles outlined in the 1985 APA, AERA, NCME publication *Standards for Educational and Psychological Testing*. Supply the information requested below, read carefully the "Principles of Effective Test Use," and sign the form to indicate acceptance of the responsibility for proper use of tests.

Identification Information (please complete all blanks)

Name _____ Position _____ Telephone ( ) _____

Address: Street _____ City _____ State _____ Zip _____

Employer _____ Supervisor _____

Employer's Address: Street _____ City _____ State _____ Zip _____

A. Evidence of Appropriate Training in the Use of Tests

1. **Your purpose for using tests** (check as many as apply)

☐ Educational diagnosis/remediation ☐ Clinical diagnosis/classification ☐ Counseling ☐ Therapy ☐ Personnel selection ☐ Research
☐ Learning disabilities screening ☐ Other _____

2. **Your level of training** (check as many as apply)

☐ Bachelor's Degree: Year _____ Institution _____ Major field of study _____
☐ Master's Degree: Year _____ Institution _____ Major field of study _____
☐ Doctorate: Year _____ Institution _____ Major field of study _____

3. **Your professional credentials** (check as many as apply)

☐ Licensed in: Area _____ State _____ License # _____
☐ Member of professional organization(s): (AACD, AERA, APA, ASHA, CEC, NASP, etc.) _____
☐ Formally recognized professional competence (fellow, diplomate, special certificate): ☐ fellow ☐ diplomate ☐ other certification
Organization _____

4. **Your educational background** (courses and other study)

a. **Courses** (check each course completed and circle level at which course was completed.)
U = Undergraduate, G = Graduate, O = Other (special course you have completed, workshop, in-service training, etc.)

	(circle)				(circle)		
☐ Basic tests and measurements	U	G	O	☐ Use of tests in counseling	U	G	O
☐ Descriptive statistics	U	G	O	☐ Career assessment	U	G	O
☐ Intelligence testing	U	G	O	☐ Neuropsychological assessment	U	G	O
☐ Speech, hearing, language assessment	U	G	O	☐ Other (list below)			
☐ Educational diagnostics	U	G	O	_____	U	G	O
☐ Assessment course in major field:	U	G	O	_____	U	G	O
_____				_____	U	G	O

b. **Other Study** (check each type of program completed)

☐ Practicum in test administration and interpretation
☐ Internship (school psychology, counseling, etc.) type: _____

5. **Your updating of professional knowledge and skills** (check activities below and give an example)

☐ Attending workshops, seminars, conferences: _____
☐ Reading professional publications (journals, test manuals, etc.): _____

6. **Your special competence**

(List one test which you use regularly that best illustrates your skill in test administration and interpretation.)

_____

B. Evidence of Acceptance of the Responsibility for Sound Use of Tests

Principles of Effective Test Use

Sound, professional use of educational and psychological tests means that all test users must:

1. maintain the security of testing materials before and after testing.
2. avoid labeling students based on a single test score.
3. adhere strictly to the copyright law and under no circumstances photocopy or otherwise reproduce answer forms, test books, or manuals.
4. administer and score tests exactly as specified in the manual.
5. release results only to authorized persons and in a form in keeping with accepted principles of test interpretation.

Your signature indicates acceptance of and compliance with the above Principles.

Signature _____ Date _____

Form P-2 To be used by Consulting Psychologists Press

CPP Instrument Purchaser Qualification Form

If this is your first order with CPP and you are ordering a test with a "b" or "c" marked after its title, please complete and sign this form.

Certain tests published by CPP are available only to users who have appropriate training and credentials, adhere to the principles of proper test use, including knowledge of tests and their limitations, and accept responsibility for proper test use.

To purchase "b" materials, you must have satisfactorily completed a course in the interpretation of psychological tests and measurement at an accredited college or university. If you have not completed such coursework, other factors may be used to determine your eligibility. To purchase "c" materials, you must fulfill all qualifications required of "b" users plus one or more of the following: completion of an advanced degree in an appropriate profession, membership in an appropriate professional association, state licensure, and/or national or state certification.

Completion of this form is not required of purchasers ordering for a regionally accredited school, college, or university nor for a federal or state agency if and only if an official purchase order is used and payment is made by institutional voucher or check. However, purchasers must sign this form to verify the certification statement found at the end of this form.

Name _____

Job Title _____ Organization _____

Address _____

City _____ State _____ Zip _____ Phone ( ) _____

---

1. Indicate your purpose(s) for using the test:

☐ Counseling ☐ Research ☐ Other: _____
☐ Personnel selection ☐ Therapy

2. Indicate your area(s) of professional expertise:

☐ Career and Vocational ☐ Personnel ☐ Rehabilitation ☐ Occupational Therapy
☐ Counseling ☐ Training ☐ Social Work ☐ Speech/Lang/ Hearing
☐ Marriage and Family ☐ Clinical and Mental Health ☐ School ☐ Other: _____
☐ Industrial-Organizational ☐ Psychiatry ☐ Special-Education

3. Which of the following describes your level of training?

☐ Doctorate (field/institution/yr): _____ ☐ Research
☐ Master's (field/institution/yr): _____ ☐ In-service training
☐ Bachelor's (field/institution/yr): _____ ☐ Supervised experience
☐ Licensure: Area? _____ License #: _____ ☐ Reading test manuals
☐ Professional certification: Area? _____ ☐ Continuing education
☐ Professional conferences (subject/leader): _____

4. Please check each course or workshop you have completed:

	Graduate	*Under-Grad.*	*Workshop*		*Graduate*	*Under-Grad.*	*Workshop*
Test Interpretation	☐	☐	☐	Career Interest Testing	☐	☐	☐
Psychometrics & Measurement Theory	☐	☐	☐	Abnormal Psych or Psychopathology	☐	☐	☐
Objective Personality Testing	☐	☐	☐	Personality	☐	☐	☐
Projective Personality Testing	☐	☐	☐	Educational Assessment	☐	☐	☐
Intelligence Testing	☐	☐	☐	Speech, Language, & Hearing Testing	☐	☐	☐
Neuropsychological Testing	☐	☐	☐	Other: _____	☐	☐	☐

5. Your quality control over test use includes:

☐ Releasing scores only to those authorized ☐ Tailoring interpretation to the audience
☐ Keeping test materials in locked files ☐ Obtaining appropriate releases from the client or parent

6. Please specify professional organizations of which you are a member: _____

I certify that I have read and understood CPP's Elements of Sound Testing Practice found on pages 107–108 of the CPP Catalog. I understand the elements of testing essential to the appropriate use of standardized tests, and I have personal knowledge of professional testing standards (such as the APA-AERA-NCME Standards for Educational and Psychological Tests, 1985). I further warrant to Consulting Psychologists Press that I possess the appropriate training and competencies to use the testing materials and services I seek to purchase. I agree that my use of such materials will adhere to applicable local and national laws and regulations and the ethical principles of my profession.

Signature _____ Date _____

Photocopy as needed.